ENHANCHING VOCABULARY FOR YOUNG LEARNERS BY USING PERSONAL VOCABULARY NOTES TECHNIQUE

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ABSTRACT

Tujuan tulisan ini untuk mengetahui efektifitas strategi Personal Vocabulary Notes(P.V.N) dalam mengajar kosakata pada siswa kelas empat MIS swasta di Pontianak. Penelitian ini menggunakan Pra eksperimental. Penelitian ini adalah penelitian yang tidak memiliki kelompok kontrol. Peneliti menggunakan satu kelompok desain Pretest-Posttest. Peneliti menggunakan teknik pengukuran untuk mengumpulkan data. Data akan dianalisis menggunakan analisis statistik deskriptif. Sampelnya adalah siswa kelas IV C yang terdiri dari 33 siswa menggunakan cluster random sampling. Perbedaan antara pre-test dan post-test dianggap signifikan. Skor rata-rata pre-test adalah 55,76 sedangkan skor rata-rata post-test adalah 74,39. Ini menunjukkan bahwa kesenjangan antara nilai rata-rata pre-test dan post-test adalah 18,63 poin. Berdasarkan perhitungan uji normalitas data berdistribusi tidak normal, sehingga peneliti menggunakan uji Wilcoxon signed-rand sebagai tes alternatif untuk mengetahui hasil data. Artinya ada efektif setelah menggunakan teknik PVN kepada siswa di mengajar kosakata.
Kata kunci: Catatan Kosakata Pribadi, Pengajaran kosakata

ABSTRACT

The aim of the study was to find out the effectiveness of Personal VocabularyNotes(PVN) strategy in teaching vocabulary at the fourth grade students. This research was a Pre experimental research.. The sample of this research was IV C class consisting 33 students taken by using cluster random sampling. The different between pre-test and post-test was considered significant. The pre-test mean score was 55,76 while the post-test mean score was 74,39. It indicates that the gap between pre-test and post-test mean score was 18,63 points. Based on the computation of the normalty test the data is in non normal distribution, so the researcher use Wilcoxon signed-rand test as an alternative test to know the result of the data It means that there was effective after using PVN technique to the students in teaching vocabulary.
Keywords: Personal Vocabulary Notes, Teaching vocabulary.

INTRODUCTION

Vocabulary is vital components in English. Students have to know the meaning of words, so that they can learn vocabulary in learning English process. Students that know many vocabularies will be easy to learn English because from their knowledge about many vocabularies they will spontaneously know what they should say when speak English. They will also know about the meaning of English vocabulary that they see or found in everywhere.

Vocabulary is the words that used in communications, learning process, to talk with other people and so on. Learning vocabulary was the basic in learning english, knowing the meaning of many vocabulary can make the students easier in learning English. Ozturk (2012, p.128) implies that vocabulary has an important role in learning process, because to communicate and to talk with other people the students should know about the meaning of the words[1].

The knowledge about vocabulary much more help students to communicate fluently because students can understand about the meaning of the utterance. According to Tuan (2012, p.258)[2], vocabulary is the the best use of what learners have in developing the fluency. Aprilianty (2014) stated that, vocabulary make the learners better in understanding and use it.[3] In this research, the researcher uses PersonalVocabularyNotes (PVN) as the technique in improving vocabulary. PVN was introduced by Joshua Kurzweil in Kanzai University Osaka, Japan. Kurzweil (2002)[4] stated that thebasic activity is very straightforward. In and out of class encourage students to write words in their native language when they donot know how to say the English word. When the students make vocabulary notes they would know about the meaning of words in a sentence and they can be familiar with many new vocabularies. PVN would help the learners in remembering new vocabularies and difficultwords. In this case, the researcher thought that the using of PVN makes it is getting easier for student in learning vocabulary. Students would not get difficulties to get some new vocabulary because they have written and remembered the new vocabulary in their personal vocabulary notes based on each topic they have learnt. Students would initiate their own vocabulary of interest and make list of new vocabulary in their PVN. They can write new vocabulary related to the topic because

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[1] Ozturk, G. (2012). *"The effect of context in achievement vocabulary test"*.Journal of educational and Instructional studies in the world, 4 (2).

[2] Tuan, L, T., (2012).*Vocabulary Recollection through Games*.Theory and Practice in Language Studies, Vol. 2, No. 2, pp. 257-264

[3] Aprilianty, P. (2014).The effectiveness of PVN technique on students' vocabulary understanding. *SyarifHidayatullah State University Jakarta.*

[4] Kurzweil, Joshua. (2002). Personal Vocabulary Notes. *The internet TESL Journal. Vol VIII. (6)*

they can find their new vocabulary and look for the meaning in the dictionary. Thus, they could remember the word easily. So, PVN technique make the students easier in learn English vocabulary and gave more chance to the students to remember the new vocabulary in their daily life especially new vocabulary related to the topic. It means that PVN as a technique is effective in teaching vocabulary to the studenst in learning English, because PVN can help the students to memorize the words. So that, the researcher used PVN to increase the students in teaching vocabulary at the fourthh grade of SD MuhammadiyahPontianak.

LITERATURE REVIEW

The Nature of Vocabulary

Learning vocabulary is the basis for understanding and knowing about the meaning of the words. According to Hubbard, Diamond and Gutlohn (cited in Ferreira, 2007, p.11)[5], "vocabulary means the knowledge of words means vital aspects". In other opinion, Hatch and Brown (cited in Rokni&Karimi, 2013, p.1)[6] stated that variety words that used by speakers in all language make vocabulary should be learned by the foreign or second language learner.

Studying vocabulary is learning about the meaning of the words. In learning English, every single skill has the own aspect. In vocabulary, there are some aspects in learning process. Papadopoulou, (Zahrani 2011, p.20)[7] mentioned that learners may understand, for example, the definition of a word, but be unable to use it in a context, or be able to use it in the samee situations,but actually have a misunderstanding of its meaning. With know the aspects of vocabulary we can learn vocabulary with more specific. It means in learning vocabulary students have to learn about word meaning, form, and usage.

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[5] Ferreira, L. H. F. (2007).*How to teach vocabulary effectively.*An Analysis of the course book Eyes and Spies. Praia.

[6] Rokni,S. J. A, Karimi, N. (2013).*"Visual Instruction: An advantage or a disadvantage? What about its effect on EFL Learners' Vocabulary Learning?"*. Journal: 4(2), 1-8.

[7] Zahrani, M. A. B. (2011). *The Effectiveness of Keyword-based Instruction in Enhancing English Vocabulary Achievement and Retention of Intermediate Stage Pupils with Different Working Memory Capacities.*Kingdom of Saudi Arabia,Taif University.

PREVIOUS RESEARCH

Many language learners regard vocabulary is one important aspect to measure of knowing a language. These learners define that knowing meaning and use of word as the ability in learning process of English. To help students in learning vocabulary, can use a balanced activities approach by using PVN to make enjoy and easier to memorize the words in learning process especially in teaching vocabulary.

Iva Mutholi'ah (2012)[8] with the title "The Effectiveness of Teaching Vocabulary by Using PVN". It was found significant effectiveness of using PVN technique in learning vocabulary. It shows that the students were interested in learning vocabulary and the students' response in vocabulary using PVN is good enough. By seeing the result of the research, it is better for English to use PVN technique in teaching vocabulary especially in personal vocabulary note of daily activity. Other research by Dita Woro Apriani[9] (2012) The result of this research showed that after being treated for 16 meetings by using PVN, the students got the higher score and hence PVN was very effective to improve students' vocabulary mastery.

RESEARCH METHOD

This study can be categorized as an experimental research. The research used pre experimental design because the research is intend to know weather effective or not the use of PVN in teaching vocabulary at the fourth grade students of SD MuhammadiyahPontianak.

The researcher chose Pre-experimentaldesign one group pre-test post-test design as form of study that proceeded to account for difference between pre-test and post-test scores by reference to the effect of treatment (Cohen, et. al, 2007,p.301)[10]. It is suitable to use Pre-experimental design one group pre-test and post-test design in this

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[8] Mutholi'ah, I. (2012). *The effectiveness of Teaching Vocabulary by Using Personal Vocabulary Note Technique.* Journal E-Link 2 FKIP.

[9] Apriani, D, W. (2012). *Application of Personal Vocabulary Notes (PVN) Technique to Develop Vocabulary Mastery of Fourthh Grade Students of SMP Srijaya Negara Palembang.* FKIP UNSRI.

[10] Apriani, D, W. (2012). *Application of Personal Vocabulary Notes (PVN) Technique to Develop Vocabulary Mastery of Fourthh Grade Students of SMP Srijaya Negara Palembang.* FKIP UNSRI.

study because the researcher wants to know the effect of Personal Vocabulary Notes Technique in teaching Vocabulary at the fourth grade students of SD MuhammadiyahPontianak in Academic Year 2017/2018.

Population and Sample

Population is an entire data. According to Yount (2006, p.1)[11] "a population consists of all.the subjects you want to study". The population of this study were taken from the fourth grade students in SD MuhammadiyahPontianak. There are three classes of the fourth grade students. Sample is a part of the entire population. According to Yount (2006, p.1) sample is "the representative portion of a population." So, sample is the smaller group that is used to conduct this research. In this study, the researcher decided to select one class randomly to fulfill the sample of this study. The sample of this research is class IV C. There are 33 students in that class.

In this research, the researcher decided to select one class randomly to fulfill the sample of the research. According to Barreiro and Albandoz[12] (2001:8) explain that "In cluster randomsampling, population is divided into units/ groups, called strata (often they are units or areas in which the population has been divided in),which should be as representative as possible for the population. Before the researcher choose the sample, the researcher asked the teacher in the school that the students were homogeneous and based on the teacher's information the students were homogeneous, it means that the students have same ability. These were some procedural that researcher made in choosing the sample. First, the researcher named each class in a piece of paper. Then, the researcher put them grouping all of the pieces together. The researcher chooses one class as the sample. Then, class IV C chosen as the sample.

RESEARCH FINDING

The result ofpre-test showed that the mean score is 55, 76. Meanwhile, for the post-test, it showed that the mean score is 74, 39, with N=33. The computation of

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[11] Yount, R. (2006). *"Population and sampling".*JournalofResearch Design and Statistical Analysis for Christian Ministry, 1-10.

[12] Barreiro, P. L and Albandoz, J. P. (2001).*Population and sample.Sampling techniques.*Management Mathematics for European Schools, University of Seville.

the data as follow:

1. Students' mean score of pretest and posttest.
a. Pre-test

$$\bar{X} = \frac{\Sigma X}{N}$$

$$= \frac{1840}{33}$$

$$= 55{,}76$$

b. Post-test

$$\bar{X} = \frac{\Sigma X}{N}$$

$$= \frac{2455}{33}$$

$$= 74{,}39$$

2. Students' difference score of pretest and posttest.

The students' difference score (interval score) of pretest and posttest were 18,63 obtained from mean score of post-test (74,39) – mean score of pretest (55,76).

Table 1 The Result of Pre-Test and Post-Test

Students	Pre-test	Post-test
SUM	1840	2455
AVERAGE	55,76	74,39
Diffrence score	18,63	

Based on the table, thescore post-test was higher than pre-test. There was a significant score between pre-test and post-test. That means the use of PVN technique is effective in teaching vocabulary to the students.

Normality Test

The normality test of data pre-test and post-test used in this study was "Shapiro-Wilk". The calculations were performed by using SPSS16. The result of the normality test can be seen in the following table:

Table 2 Tests of Normality

	Shapiro-Wilk		
	Statistic	Df	Sig.
Pretest	.898	33	.005

Posttest	.932	33	.040

a.   Lilliefors Significance Correction

Based on the table above, the data shown the score of sig for pre-test was 0.005 for df 33 was in non-normal distribution because the value of sig was lower than 0.05 (0.005< 0.05). Then, from the table above it can be showed the score of post-test was 0.040 for df 33 was in non-normal distribution because the value sig was lower than 0.05 (0.040 < 0.05). So it can be concluded the data was in a non-normally distribution. In this study, nonparametric statistic that is *Wilcoxon signed-rank test* was used as an alternative because the data cannot be assumed to be normally distributed.

Wilcoxon Signed-Rank Test

Based on the computation of the normality test before, the data was in non-normal distribution. So the researcher used Wilcoxon signed-rank test as an alternative test by using SPSS16. The decision making for Wilcoxon signed-rank test is effective or Ha accepted if the score of sig lower than ($p < 0.05$). If the score of sig in the test statistic Wilcoxon higher than ($p > 0.05$) , Ha rejected. In this research, the data was lower than 0.05 because the value of sig shown $0.000 < 0.05$ it means Ha accepted.

Table 3 Wilcoxon Signed-Rank Test

Test Statistics[b]	
	Posttest – Pretest
Z	-5.073[a]
Asymp. Sig. (2-tailed)	.000
a. Based on negative ranks.	
b. Wilcoxon Signed Ranks Test	

Hypothesis Testing

Based on the calculated of Wilcoxon, indicates that the mean rank scores of pre-test and post-test were significantly different. The obtained of wilcoxon was 0.000 and was lower than alpha (0.000<0.05) with degree of freedom (df) = N-1 at the level 0.05 (5%). It can be formulated hypothesis to test the mean scores difference, namely:

1. Null Hypothesis (Ho)

The using of personal vocabulary notes technique was not effective in teaching vocabulary at the fourthh grade students of SD MuhammadiyahPontianak.

2. Alternative Hypothesis (Ha)

The using of personal vocabulary notes technique was effective in teaching vocabulary at the fourthh grade students of SD MuhammadiyahPontianak.

Alternative hypothesis (Ha) was accepted because Wilcoxon test value was lower than alpha (0.000 < 0.05) and the null hypothesis is rejected. It means that the use of personal vocabulary notes was effective in teaching vocabulary at the fourthh grade students of SD MuhammadiyahPontianak.

DISCUSSION

The findings of the study reveal that the implementation PVN in teaching vocabulary is effective. The data of the findings can be seen in table in the appendix. The table shows that there was a significant difference of students' pre-test and post-test after taught using PVN technique. It can be seen that the mean score of students' vocabulary after being giv.en the treatment of using PVN technique were higher than the mean of students'vocabulary before the treatment using PVN technique.

The researcher conducted this reasearch in fourth meetings, where the first meeting was for the pre-test and the fourthh meetings for the post-test. While the second, until the seven meetings were for the treatments. After the treatment was given, researcher gave the post-test and the result was higher than the pretest. From the calculation of SPSS16, it can be seen that the mean of pre-test was 55,76, that of post-test was 74,39.

The results of the present study highlight and support the idea that used PVN has a positive impact on the students in teaching vocabulary. The result above is supported by the study conducted by Aprilianty, (2014) who found that PVN technique had a significance influence to the students in teaching vocabulary and this technique also found to be helpful and effective to the students to be used in learning process especially in teaching vocabulary. In other research, Iva Mutholi'ah (2012)

shows that the students were interested in learning vocabulary by using personal vocabulary notes technique. It means that the students' response in vocabulary using PVN is good enough. By seeing the result of the research, it is better for English to use PVN technique in teaching vocabulary especially in personal vocabulary note of daily activity. Beside that, Dita Woro Apriani (2012) stated that the result after being treated for 16 meetings by using PVN, the students got the higher score and hence PVN was very effective to improve students' vocabulary mastery.

Therefore, it can be concluded that teaching vocabulary through PVN technique had a significance influence in teaching vocabulary to the students. It showed students' score after given the treatment of using PVN technique was higher than the students' score before they were given the treatment. In other words, PVN technique could help the students in learning vocabulary, they could easier in memorize the the meaning of the words. So, PVN is effective in teaching vocabulary on the students of SD MuhammadiyahPontianak.

CONCLUSION

There was a significant difference of the students' pre-test and post-test after getting a treatment by using Personal Vocabulary Notes (PVN) technique in teaching vocabulary at the fourthh grade studetns of SD MuhammadiyahPontianak. The pre-test mean score was 55,76 while the post-test mean score was 74,39. It indicates that the gap between pre-test and post-test mean score was 18,63 points. Based on the computation of the normalty test the data is in non normal distribution, so the researcher use Wilcoxon signed-rand test as an alternative test to know the result of the data. From the result of Wilcoxon signed-rank test by using SPSS16 that showed the significant different between pre-test and post-test. That means, the use of Personal PVN technique in teaching vocabulary to the students of SD MuhammadiyahPontianak is effective.

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